



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** P.S. 87

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X087

**PRINCIPAL:** DONNA ANAMAN      **EMAIL:** DANAMAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Donna Anaman	*Principal or Designee	
Kevin Bonar	*UFT Chapter Leader or Designee	
Etta Smith	*PA/PTA President or Designated Co-President	
Susan Occhuito	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Sia Harvey	Member/Teacher	
Sandra Sullins	Member/Teacher	
Marie Panton	Member/Parent Title 1	
Ann Marie Thomas	Member/Parent	
Gardia Richards	Member/Parent	
Fernaz Allie	Member/Parent	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of in providing both qualitative and quantitative data the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be an increase of 10% in the number of teachers and parents who complete the Learning Environment Survey from 54% to 64% and 46% to 56% respectively.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-11 Learning Environment Survey indicated a decrease in the following categories: Academic Expectations, Communications, Engagement and Safety and Respect and a decrease in the number of teachers and parents completing the survey

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### Strategy #1 – Communication & Expectations

- 1) Teacher Teams (Quality Review, Curriculum Team and Data Team) consisting of representatives from each grade level will review the school's Learning Environment Survey lead Learning Walks and develop an action plan for school improvement
- 2) Improve communications with staff members through the use of the DOE email system for administrative business and instructional expectations and restructure the Weekly Administrative Bulletin to primarily focus on the instructional agenda for the week in all subject areas. The new "School Bulletin" will be emailed to all staff members including clusters and support staff
- 3) Expand the P.S. 87 Teacher Web Page as a communication site with minutes of meetings held within the school
- 4) Parent Coordinator will send out a periodic instructional newsletter to inform parents about what students are learning in the core subject areas
- 5) Create an Honor Society within the school

### Strategy #2 – Engagement and Safety and Respect

- 6) Fully implement the school's Positive Behavior Intervention System (PBIS). The PBIS Team made up of the School Guidance Counselor, School Psychologist and three teachers from different grade levels will meet once a week to review and monitor student behavior and Office Referrals using the SWISS data system and provide suggestions for interventions
- 7) Increase the number of common planning periods in the master schedule to provide teachers with the time to collaborate

**Responsible Staff Members:** PTA/Title 1, Parent Coordinator, Administration, Teachers

**Implementation Timeline:** September 2011-June 2012

**Steps for including teachers in the decision making process:** Quality Review Committee will analyze the Learning Environment Survey, develop an action plan and monitor progress towards this goal

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategy

- 1) Title 1 Parent Survey will be distributed to assess parent needs
- 2) PTA and Title 1 will plan 4 community building activities for P.S. 87 families. The following activities are scheduled: Family Art Making and Fall Festival Day, Math Game Night, Movie Night, Let's Read a Story Night
- 3) Workshops scheduled for day and evening will include the following: Common Core State Standards, Using the School's Technology Programs at Home, ELA and Math Testing, Science Hands on Workshop

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All teachers at P.S. 87 are 100% Highly Qualified**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 Parent Involvement
- Tax Levy
- Title 1

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students with disabilities and students who are economically disadvantaged will demonstrate progress towards achieving State Standards in ELA as measured by an increase of 3% in those subgroups achieving a Level 3 in the New York State ELA assessment in Grades 3, 4 and 5

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

P.S. 87 has been identified as a School in Need of Improvement (Year 1) by New York State Accountability Report in ELA for Students with Disabilities and students who have been identified as Economically Disadvantaged.

The 2009-10 Quality Review identified the following areas for development:

- Increase student engagement, opportunities for small group learning and cooperative learning and improve teaching strategies and questioning techniques so students use their critical thinking skills as they think, write and talk their way toward making meaning
- In-house monitoring revealed that many students are not meeting the 25 book standard and were not meeting mid-year benchmarks in their Fountas and Pinnell reading levels

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Strategy #1 - Continue to develop rigorous practices and coherence in the delivery of rigorous reading instruction through the following activities:

- 1) Implement the direct teaching of comprehension strategies by instituting a daily instructional read aloud using quality fiction and non-fiction trade books from the Making Meaning Comprehension Program to help students discover meaning through listening and discussion
- 2) Implement the questioning, accountable talk and discussion techniques (turn and talk, think, pair, share) modeled in the Making Meaning program and Shared Inquiry using Junior Great Books to increase student engagement with texts
- 3) Implement Guided Reading 3 times per week to meet the needs of groups of students who are below grade level in reading
- 4) Provide coherence in the delivery of vocabulary instruction using Words Their Way K-5 vocabulary program
- 5) Provide two common planning times in the schedule per week for grades Grades 3-5 teachers meet and study student work in order to come to agreed on

- grade expectations and standards and to identify instructional strategies geared to specific student needs
- 6) Curriculum Teacher Team will support teachers in creating rigorous tasks aligned to Common Core State Standards
  - 7) Implement Citywide Expectations in ELA to include Universal Design for Learning (UDL)
  - 8) Grade level inquiry teams will focus on students in the lowest 1/3
  - 9) Include identified students to the Extended Day and Saturday Academy
  - 10) Increase the selection of non-fiction leveled texts in classroom libraries
  - 11) Supervisors will conduct regular observations to support and to identify professional development needs of teachers

#### Strategy #2 – Professional Development

- 1) Provide a “refresher” professional development for teachers in Grades 3-5 on the components of a Balanced Literacy Reading Workshop
- 2) Provide professional development for teachers questioning techniques that encourage students to think critically
- 3) Selected teachers will be sent to professional development provided by Network 108 on the Common Core State Standards in math and ELA and Inquiry
- 4) Teachers in iZone (Compass Learning and Time to Know) Grades 3 and 4 will be provided professional development by vendor coaches on differentiating instruction and small group instruction using technology
- 5) Provide professional development for para professionals in self-contained classrooms
- 6) Utilize Network Special Education Specialists to provide support for Special Education teachers and teachers in the Collaborative Team Teaching classrooms

#### Strategy #2 – Assessment and monitoring – how do we make sure we are moving towards our goal?

- 1) Utilize the Datacation system to identify students and monitor their progress in periodic assessments and to monitor students’ reading of 30 books
- 2) Teacher Teams will design periodic assessments (Comprehension Checks) to monitor students progress
- 3) iZone coaches will provide professional development to teachers in Grades 3 and 4 in using real time assessments available in Compass Learning and Time to Know
- 4) Monitor students progress in Fountas and Pinnell reading levels September, November, January, May for all students and monthly for students reading below grade level
- 5) Develop assessments that are aligned to the identified performance objectives to better assess student progress towards mastery. Unit tests will closely correlate in content and type of questions to the ELA exams. A baseline average will be established for each student in September. Unit tests will be administered about every 6-8 weeks

**Responsible Staff Members:** Assistant Principals, classroom teachers, Special Education teachers, Resource Room teachers, Network 108 Students with Disabilities Instructional Specialist

**Implementation Timeline: September 2011-June 2012**

**Steps for including teachers in the decision making process:** Teachers will meet in grade level teams during grade level meetings and Extended Day meetings to review data from periodic assessments and look at student work and data

All teachers will have the opportunity to serve on The Curriculum Team, Quality Review, Data Team and Schoolwide Inquiry Teams

Grade level Teacher Teams will create interim assessments for students in ELA and Math

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - 1) Regularly scheduled PTA/Title 1 and SLT meetings
  - 2) Parent Teacher Conferences
  - 3) Get Acquainted Meetings
  - 4) Raz Kids – Online reading program for home use for K-2 and Grade 5
  - 5) iZone home access Grade 3 and 4
  - 6) Parent access to Datacation electronic grade book to monitor student progress

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All teachers at P.S. 87 are 100% Highly Qualified****Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 87 is eligible for Supplemental Educational Services

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1  
Tax Levy Fair Student Funding

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012 teachers will be using the data analysis from Datacation electronic grade book and Scantron Prosper to decrease the number of students in Level 1 in ELA from 18% to 15% and in math from 12% to 9%.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

School Quality Review in 2010-11 identified as an area in need of improvement the creation of a transparent system for measuring student progress toward interim and long-term goals and identification and evaluation of student learning outcomes so timely revisions to pedagogy and/or curriculum can be made.

#### **Instructional strategies/activities**

- 1) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Strategy #1 – Utilize Datacation's electronic grade book, as a repository for summative and formative classroom data to monitor and track student progress

Strategy #2 – Utilize Scantron Prosper to create periodic Progress Checks and Comprehension Checks to track student progress in identified strands in ELA and Math

Strategy #3 – School Data Team and Teacher Teams will meet to analyze data, look at student work and develop actions plans to make adjustments in instruction

Strategy #3 - Professional Development

- 2) Provide professional development in the use of Datacation's electronic grade book to improve students monitoring
- 3) Set up electronic grade book so that the data captures reading levels, writing baseline, midline, endline, EDM tests and Simulations
- 4) Set up benchmarks in Datacation for Fountas and Pinnell reading levels and the school's grading standard of 75% for standard setting work
- 5) Provide professional development in the use of Scantron Prosper to develop periodic assessments and track student progress

TARGET POPULATION: All students

Responsible Staff members: Technology Specialists, Assistant Principal's, Data Specialist, Classroom Teachers

IMPLEMENTATION TIMELINE: September – May 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide training for parents in ARIS and Datacation's progress monitoring

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All teachers at P.S. 87 are 100% Highly Qualified**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Network 108 support and Fair Student Funding (FSF) for the acquisition of Datacation  
Title 1 - Per Session for Data and Inquiry Teams

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, increase the number of students meeting performance Level 3 in mathematics from 46.6% to 50% in Grades 3, 4 and 5 as evidenced by the School Progress Report**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The analysis of formative data from 2010-11 school year revealed that although students made progress between the beginning of the year EDM assessments and the end of the year EDM assessments, few students met the performance level of 75%.

### **Instructional strategies/activities**

- 6) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 1) Teacher Teams will develop Periodic Progress Check in mathematics - Grades 3-5
  - 2) Administering of Weekly math assessments Grades 1 and 2
  - 3) Utilization of Math Journals at the end of every lesson for student reflection
  - 4) Tracking of student progress using Datacation and Scantron
  - 5) Second math block in mathematics to track student performance of previously taught goals and ongoing mastery of secure goals currently taught.

**Responsible Staff Members:** Assistant Principals, Classroom Teachers, Resource Room teachers

**Implementation Timeline:** September 2011-June 2012

**Steps for including teachers in the decision making process:** Grade level teams will create and monitor periodic progress checks

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
Math game night  
Fluency in Multiplication Competition

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All teachers at P.S. 87 are 100% Highly Qualified**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 87 qualifies for Supplemental Education Services

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 implement the Citywide Instructional Expectations in ELA and Math by developing a unit with performance tasks aligned to the Common Core Standards in Grades K-5 as evidenced by the completed units

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The analysis of in-house assessments last year revealed that students were not meeting mid-year benchmarks in reading and math and they were also not making 75% performance level in EDM assessments at the end of the year. There is a need to look more closely at the rigor of day to day planning, delivery of instruction and the tasks that are assigned to students. New York City has also required the development of a unit in ELA and math in all grade levels aligned to the Common Core Standards. In the creating of these students staff will increase their understanding of the Common Core Standards and the increased expectations for the planning and delivery of instruction.

### **Instructional strategies/activities**

- 7) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 1) Establish regular meeting times for Teacher Teams during the school day (grade level meetings) and Teacher Team meetings during the Extended Day.
- 2) Grade Leaders will lead the work on each grade level
- 3) Plan for professional learning opportunities to deepen understanding of Universal Design for Learning (UDL)
- 4) Familiarize teachers with task bundles available in the Common Core Library
- 5) Analyze and identify gaps between what students currently know and are able to do and the Common Core Standards
- 6) Teacher Teams will use a protocol to look at current student work
- 7) Include UDL into tasks and curriculum design
- 8) Teacher Teams will reflect on the implementation of the created units and make changes to the curriculum map
- 9) Send a lead teacher to training in the ELA and Math Common Core State Standards offered by the Network

**Responsible Staff Members:** Assistant Principals, Classroom Teachers

**Implementation Timeline:** September 2011-June 2012

**Steps for including teachers in the decision making process:** Two teachers will be identified to attend Network training in ELA and Math Common Core. Teachers will meet weekly on Wednesdays to implement the Citywide Expectations and a teacher to Network Inquiry Team meetings.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Two parent workshops on the Common Core State Standards

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**All teachers at P.S. 87 are 100% Highly Qualified**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF

Title 1

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	N/A	N/A	N/A	11
<b>1</b>	29	29	N/A	N/A	N/A	N/A	1	9
<b>2</b>	34	34	N/A	N/A	N/A	N/A	N/A	7
<b>3</b>	50	50	N/A	N/A	N/A	N/A	N/A	13
<b>4</b>	48	48	90	N/A	N/A	N/A	N/A	9
<b>5</b>	45	45		90	1	N/A	N/A	13
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Wilson is used in grades 3 - 5 in small groups, one to one interventions and in tutoring. It is used in the 50 minute Extended Day and individual tutoring sessions</li> <li>• Foundations is used in the lower grades, K-2, in individual, small group and tutoring sessions</li> <li>• Selected Grade 1 students participate in one-on-one tutoring in reading by parent volunteers in the Parents As Reading Partners Program 2 -3 times weekly. In addition, some Grade 1 students who are at risk and who are prior holdovers, receive one on one instruction through our READ program</li> <li>• Students in Grade 1 and 2 are provided with academic intervention during the 50 minutes Extended Day Program twice a week. Student needs are determined by an analysis of ECLAS-2 and E-PAL pre and post tests</li> <li>• Grade 3- 5 students are offered Extended Day twice a week for 50 minutes. Student receive small group instruction using Coach assessment and intervention program in ELA</li> <li>• Grades 3 – 5 at risk students participate in Saturday Academy and After school Academy and are provided with small group instruction.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Grades 1-2 students are provide with small group and individualized instruction in math based on EDM assessments who are at risk</li> <li>• Grades 3 -5 students participate in the Extended Day, twice a week for 50 minutes small group instruction using the Coach assessment and intervention program in Math</li> <li>• Grades 3 – 5 students attend Saturday Academy and After school Academy based on academic need</li> </ul>
<b>Science</b>	<p>P.S. 87 provide additional science instruction during the 50 minute Extended Day program for students determined to be most at risk.</p>
<b>Social Studies</b>	<p>Students who are identified as at risk in Grade 5 are supported in the Extended Day Program</p>

<b>At-risk Services provided by the Guidance Counselor</b>	P.S. 87's Guidance Counselor provides individual and small group counseling to students who are at risk behaviorally during the school day and during their lunch time.
<b>At-risk Services provided by the School Psychologist</b>	Students are seen individually and in groups on an "as needed" basis.
<b>At-risk Services provided by the Social Worker</b>	P.S. 87's Guidance Counselor provides individual and small group counseling to students who are at risk behaviorally during the school day and during their lunch time.
<b>At-risk Health-related Services</b>	Students are seen individually and in groups on an "as needed" basis.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: \_\_11x087\_\_

School Name: P.S. 87

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**    Basic    Focused    Comprehensive

**Intervention:**    School Quality Review (SQR)    External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)    Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - **Students with Disabilities**
    - **Students with Disabilities in general struggle with reading. Some are reading at two to three grade levels below grade level standards in reading. This information was based on what data? Is this for students in grade 3-5 based on state tests?**
    -
  - **Students who are Economically Disadvantaged**
    - **Analysis of internal school data showed that students were not meeting mid-year benchmarks in reading**
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**Continue to develop rigorous practices and coherence in the delivery of rigorous reading instruction through the following activities:**

- 1) **Implement the direct teaching of comprehension strategies by instituting a daily instructional read aloud using quality fiction and non-fiction trade books from the Making Meaning Comprehension Program to help students discover meaning through listening and discussion including Students with Disabilities**
- 2) **Implement the questioning, accountable talk and discussion techniques (turn and talk, think, pair, share) modeled in the Making Meaning program and Shared Inquiry using Junior Great Books to increase student engagement with texts including Students with Disabilities**
- 3) **Implement Guided Reading 3 times per week to meet the needs of groups of students who are below grade level in reading including Students with Disabilities**
- 4) **Provide coherence in the delivery of vocabulary instruction using Words Their Way K-5 vocabulary program including Students with Disabilities**
- 5) **Provide two common planning times in the schedule per week for grades Grades 3-5 teachers meet and study student work in order to come to agreed on grade expectations and standards and to identify instructional strategies geared to specific student needs to include Special Education Teachers**
- 6) **Curriculum Teacher Team will support teachers in creating rigorous tasks aligned to Common Core State Standards**
- 7) **Implement Citywide Expectations in ELA to include Universal Design for Learning (UDL)**
- 8) **Grade level inquiry teams will focus on students in the lowest 1/3**
- 9) **Include identified students to the Extended Day and Saturday Academy**
- 10) **Increase the selection of non-fiction leveled texts in classroom libraries**

- 11) CFN support with professional development for Special Education teachers and general education teachers in the CTT class and teachers with students who have IEP's
  - 12) Utilize Datacation's electronic grade book, as a repository for summative and formative classroom data to monitor and track student progress. Utilize Scantron Prosper to create periodic Progress Checks and Comprehension Checks to track all student including SWD students 'progress in identified strands in ELA
  - 13) Hire an "F:" Status teacher 3 days per week to provide AIS to Students with Disabilities who are not able to attend Saturday Academy or After School due to bussing issues. This may not be available because DOE wants to use ATR teachers. Since you have one in the school already, check with Tony Baranello to see if you can continue her on the payroll.
- 

## Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Time to Know (T2K) Digital Teaching Platform Professional Development (Differentiated Instruction) PD
  - Compass Learning Odyssey – Personalized Learning Systems PD
  - "F" Status Staff Developer/Making Meaning Professional Development I was told that F status may not be hired. Please check with Tony since you have one already if she can continue. DOE wants to use the ATR's. Is this the SWD person?
  - Assistant Principals provide professional development for all teachers in use of data to drive instruction and planning a rigorous reading block
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Inter-visitations
  - Month meeting of Special Education teachers
  - CFN support in professional development for teachers of Special Education students
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be sent to all parents and information disseminated at a PTA/Title 1 meeting.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Sumita Kaufhold</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>087</b>
School Name <b>P.S. 87</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Donna Anaman</b>	Assistant Principal <b>Loydie Vertus, Patsy Quashie</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Wilma Martinez</b>	Guidance Counselor <b>Gina Salemi</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Susan Garcia</b>
Related Service Provider <b>James Perry</b>	Other <b>type here</b>
Network Leader <b>Sumita Kaufhold</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>570</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.58%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

See response to questions 1-6 here

- 1) ELL's are assessed for placement at P.S. 87 through the LAB-R and NYSESLAT scores for English language proficiency levels (Beginner, Intermediate and Advanced). Working with the Pupil Personnel Secretary, the ESL teacher (who is certified) conducts informal oral interviews when the Home Language Survey is filled out. New parents fill out the HLIS and according to their responses concerning their primary language, students are tested with the LAB-R in English first and on another language accordingly. Formal interviews and initial assessments are conducted by our ESL teacher in English and Spanish. If necessary, translators from the Department of Education are used for other languages. To evaluate our ELLs annually, the NYSESLAT is given every Spring (April-May).
- 2) At P.S. 87, we only offer a free standing ESL pull out program to our bilingual population, which is very small. Parents are given the choice to register their children in neighborhood schools that offer other programs like Bilingual, Transitional Bilingual or Dual Language if necessary. The ESL teacher explains these choices to parents at the Parent Orientation meeting which is held at the beginning of the school year. Parents are invited to a special meeting held by the Principal, the Parent Coordinator and the ESL teacher. At this meeting, parents are presented with the Orientation Video, the Guide for Parents of ELLs, the Entitlement letters, a Parents' Survey and Program Selection Forms. Translations are available if necessary. Placement for ELLs in our ESL Freestanding (pull out) program is done within 10 days of school opening.
- 3) To ensure that Entitlement letters are distributed and Parent Survey and Program Selections are returned, parents receive these forms personally at the orientation meeting. Forms are signed at the meeting and stored at the school.
- 4) The criteria we used to place identified ELLs in our Free Standing ESL pull out program depends on parental choice. All choices that are available to parents in and outside of our school are explained. School translators or DOE translators are used. Periodically, we review our parent choice letters in the event that we have 15 or more students for a Transitional Program, we will consider opening this program in our school.
- 5) After reviewing the Parent Survey and Program Selection forms for the past few years, our parents have preferred to leave their children here at P.S. 87, where we only offer a Free Standing pull out ESL program; even though we do explain to them the other program choices in neighborhood schools.
- 6) The program models offered at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	1	1	0	0	0	0	0	8
<b>Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):  
 African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_  
 Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1			2	2								6
Chinese		1		1										2
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1a) The organizational model at P.S. 87 for our ELLs is a Pull-Out model. Students are taken out of their classroom, mostly during cluster periods. The ESL teacher makes sure that they don't miss their ELA, Reading and math subjects and miss instruction that will prepare them to take the New York State Tests.

b) At this time, out ELLs are being served individually. They are seen one by one since we only serve 5 ELLs currently across grades K-4 and they are at different levels.

2a) P.S. 87 has a very small ELL population of 9 students and only offers a Free Standing ESL Pull Out Program. Due to this fact, we do not have a full time ESL teacher. Our ESL teacher, who works on "F" status, services students on Tuesdays and Wednesdays. Beginner students receive 180 minutes per week, Intermediate students 180 minutes per week and Advanced 180 minutes per week. Classroom teachers extend the ESL services in their subject areas using ESL methodologies like Total Physical Response, visual aids, videos, computers, smart boards, role modeling and manipulatives. As per CR Part 154, our Advanced students receive 180 minutes per week of ELA instruction by their classroom teacher.

3) Science, Math, Social Studies and ELA/Reading are taught to our ELLs in the English language. Student learning and instruction is achieved through a balanced literacy approach and a workshop model. While our program may focus on the development of basic communication skills of speaking and listening, our goal is to develop students' reading comprehension as well as critical thinking skills. We follow the standards and develop our ELL students' abilities to make meaning of what they hear and read. A myriad of materials and approaches are used to ensure our ELL students reach proficiency in the English language. Students use manipulatives, technology (desktops and laptops) and problem solving skills in all content areas. Instructional strategies include Total Physical Response (TPR) the Cognitive Academic Language Approach (CALLA), the Language Experience Approach (LEA) and other instructional scaffolding techniques. The ESL and classroom teachers model, monitor and analyze student learning and understanding in order to extend, expand and plan future instruction.

4a) Currently, we do not have SIFE students.

b) The needs of our ELL newcomers to our school are met based on their English proficiency level according to their LAB-R and NYSESLAT scores. Student s follow the City and State curriculum and standards with extra support from teachers in the classroom and the ESL teacher. Teachers use visual aids, manipulatives, technology, trips, assemblies, dram, art, glossaries etc. to make learning more meaningful and successful at any level.

For the ELLs that must take the ELA, we provide them with Extended Day activities, Saturday Academy and special tutoring, if necessary. We also offer "at risk" Academic Intervention Services (AIS).

c) At this time, we do not have ELLs from 4-6 years.

d) At this time, we do not have long term ELLs.

e) At this time, we do not have ELLs with special needs.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

- 8) At P.S. 87, we provide intervention programs through our Extended Day programs and Saturday Academy for our Ells to help them improve in ELA/Reading, Math, Social Studies and Science. These services are provided and taught in English. ELL students also participate in a range of enrichment activities such as dance, dram, art, musical performances and trips to cultural institutions around the City. They are also provided with glossaries, dictionaries, library materials during class time and also to take home.
- 9) For our continuing transitional support for ELLs reaching proficiency on the NYSESLAT we offer them the same activities listed above. We also provide testing accommodations when taking the City and State exams. For example, extended time, separate locations and bilingual dictionaries or glossaries are offered if needed. Our ESL teacher continues to work with students for supplemental reading and writing.
- 10) So far, we have implemented Raz Kids an online reading program in Grades K-2 and 5 that students can access from home.
- 11) As of today, our plan is to continue to deliver quality services to our ESL population in our school. We are not planning to discontinue this service.
- 12) Our After School services, Extended Day activities and Saturday Academy are open to all our ELLs in need of extra services in English. We will happily accommodate these students in any special programs so they can succeed in all content areas, academically and socially.
- 13) Instructional materials used by ELLs include:
- \* laptops and desktop computers - Grades 3 and 4 are part of the Chancellor's iZone Digital Teaching Platform pilot
  - \* Math Everyday Math, Math Steps
  - \* ELA – Junior Great Books, Making Meaning, Reading and Writing Curriculum supported by Classroom Libraries
  - \* Social Studies – Scott Foresman Series
  - \* Science – Harcourt School Publishers
  - \* ESL – Intro English – Hampton Brown, SRA Reading LAB, Signatures (Harcourt-Brace), New Heights, NYSESLAT (Attanasio and Co)
- 14) At P.S. 87, we do not offer Native Language Arts (NLA), but we do provide students with dictionaries, glossaries, library books, cultural materials, test translations if necessary, and translators from DOE if needed.
- 15) All our support and resources correspond to our ELLS ages and grade levels. ELLs are also served according to their LAB-R or NYSESLAT levels: Beginners, Intermediate or Advanced in their ESL program.
- 16) Some of the activities that we offer in our school to assist newly enrolled Ells before the beginning of the school year are: parent meetings while students are being registered, open tours of the school building, playground and community park and an explanation of the programs and experiences that are offered by the school that support both students and parents.
- 17) Our school is an elementary school from K-5, so we do not offer language electives to ELLs.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (language subject, teacher, theme)?

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1) Our professional development plan for all ELL personnel at P.S. 87 is offered through conferences, study groups, professional development meetings or trainings out of school. Teachers of ELLs are sent to workshops around the City. Educational consultants also offer their services and training on different topics pertaining to our instructional program.

2) To assist ELLs as they transition from the elementary school to middle school, we offer the services of our Guidance Counselor for advice, tours of new schools at the end of the year and are informed of support services in their new schools.

3) P.S. 87 has a very stable staff that has completed Jose P. training in the past. Every effort is made by our ESL teacher to confer with classroom teachers to discuss the strength and weaknesses of our ELLS to help them progress socially and academically.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1) Our ESL program extends to our ESL home. Leap Frog and Quantum Leap Pad kits were purchased and are offered to parents of students who can benefit from the use of these materials. Parents and students work together at home without feeling the pressure of times since the kits are kept at home until June. These kits provide the student and parent with the opportunity to develop vocabulary, spelling grammar, silent or read aloud opportunities, pronunciation and comprehension activities that will help them advance in their reading and comprehension skills in English. Literacy, mathematics, social studies and science workshops are held throughout the year to assist parents in understanding the programs that are offered at P.S. 87 and the expectations for ELLS on the standardized tests.

2) Our school partners with Learning Leaders who provide a range of workshops for our parents.

3) The needs of our ELL parents are evaluated through a parent survey that is taken each year by the PTA. Due to our small numbers personal communication is possible.

4) P.S. 87's parental involvement is very important to us and we reach out to parents through telephone calls, School Messenger and letters. Parents are invited to special activities within our school such as author celebrations, student performances, Book Fairs, parent meetings and workshops in the different content areas and also accompany their children on trips to cultural institutions around the City. Translations are available.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1			1									3
Intermediate(I)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)		2		1	1	2								6
Total	1	3	0	1	2	2	0	0	0	0	0	0	0	9

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1			1								
	I													
	A		2		1	1	2							
	P													
READING/ WRITING	B	1	1			1								
	I													
	A				1	1	2							
	P		1											

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	1	0	2
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 87

**School DBN:** X087

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Anaman	Principal		2/9/12
Loydie Vertus	Assistant Principal		2/9/12
Susan Garcia	Parent Coordinator		2/9/12
Wilma Martinez	ESL Teacher		2/9/12
	Parent		1/1/01
James Perry	Teacher/Subject Area		2/9/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gina Salemi	Guidance Counselor		2/9/12
Sumita Kaufhold	Network Leader		2/9/12
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11x087      **School Name:** P.S. 87

**Cluster:** 1      **Network:** 108

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All registered families at P.S. 87 complete a primary home language survey during registration. Any homes that indicate a non-English native language are identified. Translation services are then identified and provided in the needed languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 87's total population of English Language Learner's (ELL's) amounts to 2.5%. These findings are reported to the school community via the Comprehensive Educational Plan. It is also included in the Quality Review Report and is posted on the Department of Education website.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P.S. 87 provides written translation of information to parents by using Department of Education translation services, in house school staff, and prepared translated materials provided by the Department of Education.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P.S. 87 primarily uses in house staff to provide oral translation services to parents and families. When in house staff is not available, Department of Education staff is used to provide translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

a. P.S. 87 will provide each parent whose primary language is a covered language, and who requires language assistance, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document will be obtained as needed from, [http://schools.nyc.gov/Parents/NewsInformation/Bill of Rights.htm](http://schools.nyc.gov/Parents/NewsInformation/Bill%20of%20Rights.htm).

b. P.S. 87 will post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, will be obtained from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

c. P.S. 87's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from

reaching the school's administrative offices solely due to language barriers.

- d. P.S. 87 has less than one percent ( 1% ) of its students speaking a primary language that is neither English nor a covered language.
- e. P.S. 87 will inform parents that the Department of Education's website provides information in each of the covered Languages concerning the rights of parents to translation and interpretation services and how to access such services.